



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The following sentences and phrases are more or less unfortunate: *Quis est legatus cum pilo?* (77); *quis est vir cum puero parvo?* (118); *est fama novi belli cum Germanis* (96); *totum frumentum est iam maturum* (118); (cf. *frumenta matura* and *frumento* in B.G. 1. 16. 2); *salutem petere inceperunt* (245) (the perfect of *incipio* is often found in this book, though not in Caesar or Cicero); *ab iniuriis liberare* (294); *ab eis quaesivi ne profisciscerentur* (368) (*libero ab* and *quaero* with *ut* or *ne* are almost never found); *gravia suorum vulnera magnae curae imperatori erant* (439) (this use of *suus* is good Latin enough, but out of place in a first-year book).

Many of the things here criticized will not seriously injure the teaching qualities of the book. The great difficulty, if any such be found, will probably come from too great fulness of statement. The book seems somewhat overloaded. Excess of detail, especially if on comparatively unimportant points, tends to confuse rather than to clarify. The only fair test, however, is that of the classroom, and this book not only is well worth testing, but also seems likely, if we may judge by partial tests already made, to prove very successful.

A Latin Primer. By H. C. NUTTING. New York: American Book Co., 1911.
Pp. 240. \$0.50.

This book is designed for the upper grades of the grammar school, and seems fairly well adapted for the purpose. The apparently topsy-turvy arrangement of tenses and topics is explained by a statement in the preface that the order "has been determined largely with a view to the early development of interesting dialogue and narrative." The language of the grammatical statements is somewhat too scholarly to be wholly fitted to the years for which the book was designed. It is the author's intention to follow this book shortly with a *First Latin Reader* the two books together to cover the field commonly referred to as "first-year Latin."

BERNARD M. ALLEN

PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

The Teaching of Geometry. By DAVID EUGENE SMITH. Boston: Ginn & Co., 1911. Pp. v+339. \$1.25.

The chapters of this volume which deal with the history, development, and methods of teaching geometry are very interesting and of great value to every teacher of the subject. In addition to a chapter giving a brief general history of geometry there are many historical notes upon the important propositions as they stand in the several books which constitute our texts. To call the attention of pupils to these historical facts is to add a human interest to the subject; and it is doubtful if there is any other book in the English language in which these facts are so easily accessible to high-school teachers. The chapter on the conduct of a class in geometry is followed by chapters each dealing with a book of geometry and its propositions. Here many practical applications and many excellent suggestions concerning the best way of introducing theorems are given.

In regard to the remainder of the volume, however, it is rather disquieting to learn that the author has discovered a state of warfare which threatens the veritable citadel of geometry. On one side he finds "an attack on geometry," "noisy clamor of the agitator," "sham treatment," "earthquakes," "false prophets," "zeal in inverse proportion to their experience," "reckless, ill-considered radicalism," "riding some little hobby," "ephemeral fashions," "fictitious applications," "the mob," "geometry

reduced to mere froth," "effort to make geometry an empty bauble of a listless mind," . . . $-\infty$; and on the other side, "the open-minded, earnest, progressive teacher," "real leaders in school life of the past," "quiet progressive changes," "champions of real geometry," "a recent writer of much acumen," "one of the sanest of recent monographs," "well-wishers for the ancient science of geometry," . . . $+\infty$.

The occasion of this philippic seems to be the attempts of a few teachers to improve their instruction in geometry by bringing it into closer relation with the affairs of daily life or to fuse algebra, geometry, and trigonometry into a form of combined mathematics. However, it does not really seem necessary that there should be much "viewing with alarm" and rallying to the defense of the geometry of our forefathers, since inertia is quite as operative in the educational as in the physical world, and the great body of teachers still continues to "view calmly and dispassionately the issues of the present day."

The reports on the experiment in fusing mathematics in the University High School of the University of Chicago published in *The School Review*, and especially the "Report on the Unification of Mathematics in the University High School," by Dr. G. W. Myers, of the University of Chicago, published in *School Science and Mathematics*, December, 1911, ought to be fairly good evidence that careful and systematic experiments in unifying secondary-school mathematics can be made without destroying the pupil's interest in geometry or even subverting that ancient and thought-compelling subject itself.

Teacher's Manual for First-Year Mathematics. By GEORGE WILLIAM MYERS, WILLIAM R. WICKES, ERNEST R. BRESLICH, ERNEST L. CALDWELL, ROBERT M. MATHEWS, and WILLIAM D. REEVE. (School of Education Manuals: Secondary Texts.) Chicago: The University of Chicago Press, 1911. Pp. ix+164. Postpaid, \$0.89.

For six years Professor Myers and the instructors in mathematics in the University High School of the University of Chicago have been studying in a systematic way the problem of fusing arithmetic, algebra, and geometry into a single study. Through careful tests in the classroom they have evolved a course covering the first two years of preparatory-school mathematics.

The purposes of the *Manual* are to present the points of view of the authors in their attempt to solve the problem, and to make their classroom experience of service to teachers who are using *First-Year Mathematics*. It is not simply a book of answers, but contains suggestions and recommendations regarding methods the authors have found most practicable. Hence all teachers of high-school algebra will find many practical suggestions of real helpfulness in it.

Many teachers now realize the necessity of getting away from the formal and mechanical presentation of algebra which characterizes the old-time textbook. *First-Year Mathematics* and this *Manual* furnish the material for live, interesting work which will give the pupil a real grasp of mathematical ideas and thus enable him to use his knowledge efficiently when the occasion arises.

First-Year Algebra. By WILLIAM J. MILNE. New York: American Book Co., 1911. Pp. vii+320. \$0.85.

This is a new book by an author who has written some excellent textbooks in algebra. It seems to possess the qualities of the former books which made the processes and principles of algebra easily understood by the pupils. The pupil's knowl-